DOCUMENT RESUME

ED 475 119 CE 084 762

| | |
|---|---|
| AUTHOR | Vretakou, Vassileia; Rousseas, Panagiotis |
| TITLE | Vocational Education and Training in Greece: Short Description. CEDEFOP Panorama Series. |
| INSTITUTION | European Centre for the Development of Vocational Training, Thessaloniki (Greece). |
| REPORT NO | TI-47-02-090-EN-C,CEDEFOP-59 |
| ISBN | ISBN-92-896-0161-2 |
| PUB DATE | 2003-00-00 |
| NOTE | 49p.; Also available in Greek, German and French. |
| AVAILABLE FROM | CEDEFOP, PO Box 22427, Thessaloniki, GR 55102 Greece. Tel: 30 31 49 01 11;Fax: 30 31 49 01 02; e-mail: info@cedefop.eu.int; Web site: http://www.trainingvillage.gr/ (#5135 EN, free). For full text: http://www2.trainingvillage.gr/etv/publication/download/panorama/5135_en.pdf. |
| PUB TYPE | Information Analyses (070) |
| EDRS PRICE | EDRS Price MF01/PC02 Plus Postage. |
| DESCRIPTORS | Access to Education; Admission Criteria; Adult Education; Adult Programs; Articulation (Education); Change Strategies; Comparative Analysis; Comparative Education; Continuing Education; Counseling Services; *Delivery Systems; Developed Nations; Dropouts; *Education Work Relationship; Educational Administration; Educational Attitudes; Educational Change; *Educational Environment; *Educational Finance; Educational History; Educational Legislation; Educational Opportunities; *Educational Policy; Educational Practices; Educational Principles; Educational Quality; Elementary Education; Enrollment Trends; Foreign Countries; Government School Relationship; Industrial Training; Lifelong Learning; Outcomes of Education; Policy Formation; Postsecondary Education; School Business Relationship; Secondary Education; Special Education; Special Needs Students; Student Certification; Teacher Education; *Vocational Education; Vocational Education Teachers; Vocational Schools; Work Experience Programs |
| IDENTIFIERS | *Greece |

ABSTRACT

As in the past, young people in Greece generally consider vocational education and training (VET) a last resort despite the state's continued efforts to promote VET as an option of equal standing and despite the research data showing that VET graduates face fewer difficulties in finding work than general education graduates do. In the past 10 years, Greece's national VET system has been reformed to secure flexibility in the training specializations offered and improve training quality by instituting a national accreditation process for vocational knowledge and skills. In addition, upper secondary education has been revamped to include comprehensive schools with no vocational orientation and technical vocational schools with two study cycles and two levels of certification. The following options are available for those seeking postcompulsory VET: school-based technical VET; alternating education and training activities at apprenticeship technical vocational schools; and one-year initial vocational training in areas covered by institutes of vocational training. Various privately owned and state-run organizations offer a number of continuing VET

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options for individuals who are unemployed, self-employed, or employed in enterprises. In 2000, Greece spent 3.8% of its gross domestic product [GDP] on education but less that 0.2% of its GDP on VET. (A 20-item bibliography and lists of acronyms and 25 government agencies and social partners are appended.) (MN)

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PANORAMA

# Vocational education and training in Greece

## Short description

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# Vocational education and training in Greece

## Short description

Vassileia Vretakou
Panagiotis Rousseas

Cedefop Panorama series; 59

Luxembourg: Office for Official Publications of the European Communities, 2003

A great deal of additional information on the European Union is available on the Internet.
It can be accessed through the Europa server (http://europa.eu.int).

Cataloguing data can be found at the end of this publication.

Luxembourg: Office for Official Publications of the European Communities, 2003

ISBN 92-896-0161-2
ISSN 1562-6180

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*Printed in Belgium*

The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference Centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies, research and practice.
Cedefop was established in 1975 by Council Regulation (EEC) No. 337/75.

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# Cedefop introduction

This issue of Panorama is in a series of short descriptions of individual countries' vocational education and training (VET). These provide a concise review of VET and are an important part of Cedefop's dissemination of information on VET systems and their development. We welcome your views on this and others issues in the series.

The Greek system of vocational education and training underwent major restructuring in 1997-98. The overall aim was to promote parity of esteem for vocational education pathways in a country where people strongly favour general and university education and focus to a far lesser degree on opportunities or possibilities on the labour market. The system was to be made more transparent, thus easing students' choices and possibilities of changing paths.

Experience with the new system is still limited and statistics do not yet show clearly how well students, teachers and other staff have adapted. This is especially the case on the labour market side of training where various measures have recently been implemented within the national employment strategy, as part of the EU structural and social programme. This programme is still being validated so this document deals more with school-based education. Therefore, information on continuing vocational education and training and training for the unemployed is rather limited. However, during the Greek EU presidency, it was felt necessary to publish the most relevant information available, even though limited.

We would like to thank Vassileia Vretakou and Panagiotis Rousseas for their hard work and cooperation with the Cedefop team . This was by no means an easy task. We would also like to thank the Greek members of Cedefop's Management Board, Elias Kikilias, Georgios Dassis and Evangelos Boumis for their comments on the draft text.

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September 2002



6

# Authors' introduction

The past few years have seen important changes in vocational education and training (VET) in Greece. Among other developments, new institutions have been set up, innovative programmes have been implemented, the social partners have taken on a more active role, certification processes have been changed to conform more closely to European standards and curricula have been modernised. Certainly much remains to be done to bring the Greek vocational education and training system in line with those of the EU Member States. Expectations at present are running high, partly thanks to the CSF-financed Operational Programmes now being implemented by the Ministry of Education and the Ministry of Labour.

The job of providing a short description of the Greek VET system, which Cedefop entrusted to us, proved much more difficult than it had seemed at first glance. We were faced with inconsistent and unclear use of terms on the part of institutions and key individuals, incomplete or contradictory statistics from the various official sources, and the incompatibility of Greek VET structures and terms with those prevailing in other European systems.

In dealing with these matters we received the generous assistance of officials from the Ministries of Education and of Labour, OEEK, OAED, EKEPIS, NSSG, OLME and GSEE. Many thanks to them all.

Our special thanks must got to Dr Stamatis Paleokrassas, Counsellor for Technical and Vocational Schools at the Pedagogical Institute, for his unstinting help. His policymaking experience in the VET field proved to be a valuable resource, thanks to which we were able to avoid errors and improve the quality of the final product.

Finally we wish to thank Cedefop for its excellent cooperation.

Vassileia Vretakou
Panagiotis Rousseas

# Table of Contents


1. Background information ..... 7
   1.1. Political and administrative structures ..... 7
   1.2 Greece in figures ..... 8
2. The education system ..... 11
   2.1. Primary and secondary education ..... 12
      2.1.1. Pre-school education ..... 12
      2.1.2. Primary and lower secondary education ..... 12
      2.1.3. Upper secondary education ..... 12
      2.1.4. Horizontal mobility ..... 13
      2.1.5. Evening education at secondary level ..... 13
      2.1.6. Dropout rate ..... 13
      2.1.7. Special social groups – special education – alternative structures ..... 14
      2.1.8. Private education ..... 14
   2.2. Tertiary Education ..... 14
      2.2.1. Structure ..... 14
      2.2.2. Admission to tertiary education ..... 15
      2.2.3. Horizontal mobility ..... 16
      2.2.4. Private education ..... 16
3. The vocational training system ..... 17
   3.1 A short review ..... 17
      3.1.1. Attitudes to vocational education and training ..... 17
      3.1.2. Recent reforms ..... 17
   3.2. Regulatory framework ..... 18
      3.2.1. The Ministry of Education ..... 18
      3.2.2. The Ministry of Labour ..... 18
   3.3. Education and training routes ..... 19
      3.3.1. Secondary vocational education and training ..... 21
         3.3.1.1. School-based VET (TEEs supervised by the Ministry of Education) ..... 21
         3.3.1.2. Alternating vocational education (TEEs supervised by the OAED) ..... 22
         3.3.1.3. Statistical data ..... 22

3.3.1.4. Accreditation and vocational qualifications ..... 24
3.3.2. Post-secondary vocational education and training ..... 24
3.3.2.1. Institutes of Vocational Training (IEKs) ..... 24
3.3.2.2. Statistical data ..... 26
3.3.2.3. Accreditation and vocational qualifications ..... 27
3.4. Continuing vocational training ..... 27
3.4.1. Vocational Training Centres (KEK) ..... 27
3.4.2. Continuing vocational training structures provided by the OAED ..... 28
3.4.3. Other forms of continuing vocational training ..... 29
4. Financing vocational training ..... 31
4.1. Operational Programmes overseen by the Ministry of Education ..... 32
4.2. Operational Programmes overseen by the Ministry of Labour ..... 32
5. Teacher training in vocational education ..... 33
5.1. TEE teacher training ..... 33
5.2. IEK teacher training ..... 33
5.3. KEK teacher training ..... 34
6. Guidance and counselling ..... 35
7. Trends and perspectives ..... 37

**Appendix 1:** Bibliography ..... 39

**Appendix 2:** Acronyms ..... 41

**Appendix 3:** Useful addresses ..... 45

# 1. Background information

## 1.1. Political and administrative structures

Under the Constitution of 1975(1) Greece is a parliamentary presidential republic. It has been a full member of the European Union since 1981. It is organised into 13 administrative regions, possessing a limited amount of political and economic independence, and 52 prefectures. Administrative responsibilities are spread over four levels of authority – central, regional, prefectural and local. As far as vocational education and training (VET) is concerned, policy is determined and courses are approved centrally, mainly by the Ministry of National Education and Religious Affairs (YPEPTh), and the Ministry of Labour and Social Affairs (YPEKA), while the administration and provision of education are under regional and prefectural control.

*Figure 1: Administrative regions of Greece*

Source: Ministry of Internal Affairs, Public Administration and Decentralisation

(1) The Constitution of 1975 (9/6/1975) was revised on 12/3/1986 and again on 18/4/2001.



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## 1.2 Greece in figures

Tables 1-4 present general statistical data about the population of Greece and its employment and educational level attained by population. Compared with corresponding data for countries of the European Union (15 Member State average), Greece has a lower natural increase in population, lower level of employment, higher unemployment (particularly among women and young people), lower level of part-time employment and a higher number of people employed in the primary sector.

***Table 1: General statistical data***

| | |
|---|---|
| Surface area | 131 957 $Km^2$ |
| Population | 10 939 605 (1) |
| Population density (inhabitants/$Km^2$) | 82.90 inhabitants/$Km^2$ |
| Natural population growth (per 1000 inhabitants) | 3.0 (EU –15: 3.9) (2) |
| Immigrants in Greece | 800 000 with residence permits<br>200 000 illegal (estimated) (3) |
| GNP | 129 655 000 EUR (4) |
| GNP per capita | 11 856 EUR (4) |

Source: (1) NSSG, 2001 census
(2) Statistics in focus (EUROSTAT)
(3) Greek Police Headquarters – Immigration Dept.
(4) State Budget 2001 – Introductory report

***Table 2: Statistical data on employment***

| | |
|---|---|
| Active population | 8 954 100 persons |
| Employed | 4 362 000 persons |
| Rate of employment | 48.7% (EU – 15: 64%) |
| Unemployed | 444 700 persons |
| Rate of unemployment | 10.2 % (EU –15: 7.6 %) |
| Rate of unemployment among men | 6.7 % (EU –15: 6.5 %) |
| Rate of unemployment among women | 15.4 % (EU –15: 8.9 %) |
| Rate of unemployment among 15 to 24-year-olds | 28.1 % (EU –15: 15.2 %) |
| Part-time employment | 4.1 % (EU –15: 17.9 %) |

Source: NSSG – Survey of Workforce 2001 (2nd quarter) / Statistics in focus (EUROSTAT)

***Table 3: Breakdown of employment by economic sector of activity***

| | |
|---|---|
| Agriculture | 16.0 % (EU –15: 4.3 %) |
| Industry | 22.8 % (EU –15: 26.5 %) |
| Services | 61.2 % (EU –15: 69.2 %) |

Source: NSSG, Survey of Workforce 2001 (2nd quarter) / Statistics in focus (EUROSTAT)

***Table 4: Distribution of educational level attained by population 15+***

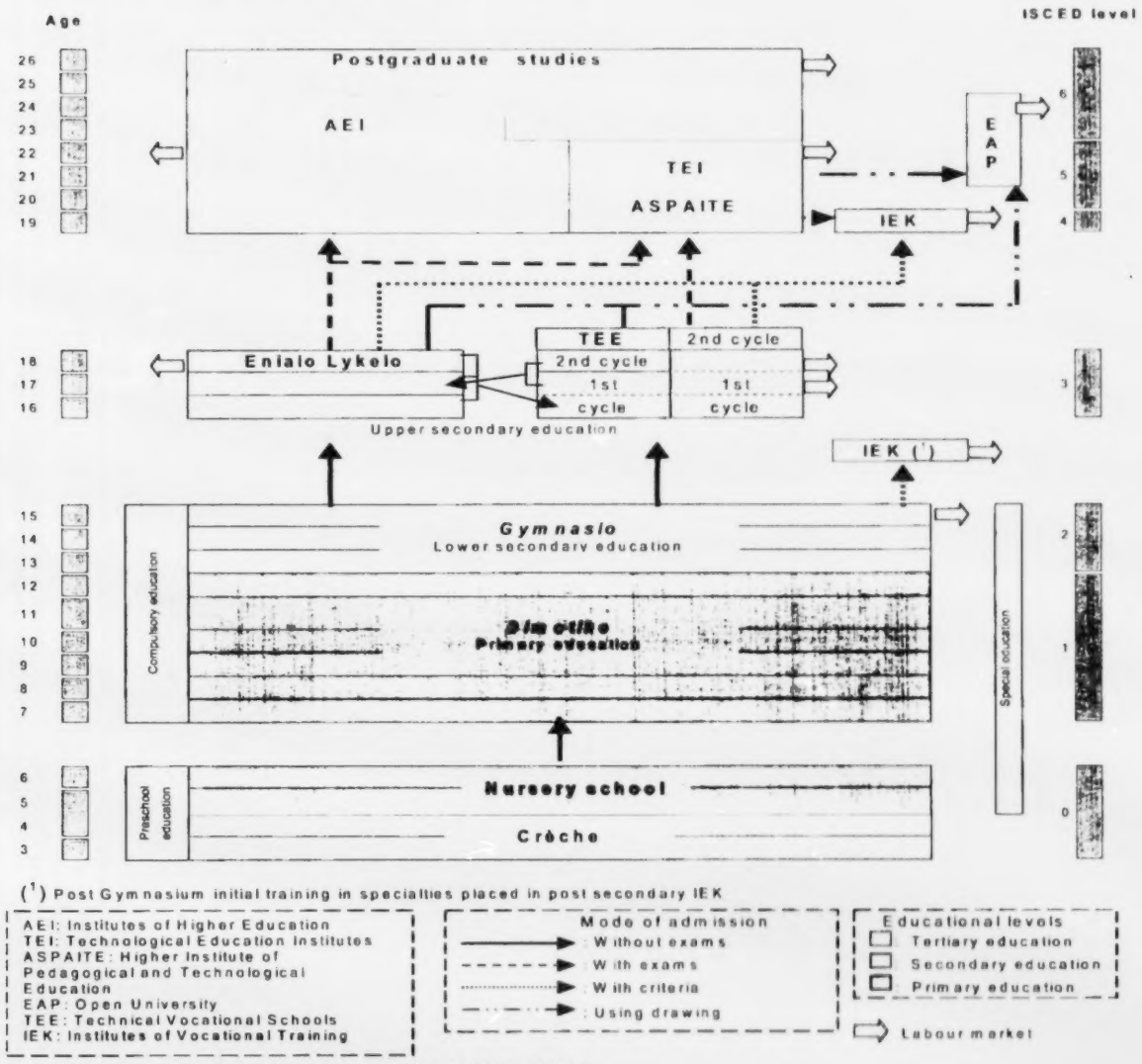
| | |
|---|---|
| Tertiary education (ISCED 4,5,6) | 17.2 % |
| Upper secondary school-leaving certificate (ISCED 3) | 26.1 % |
| Lower secondary school-leaving certificate (ISCED 2) | 12.2 % |
| Primary education certificate (ISCED 1) | 40.4 % |
| Never attended school | 4.1 % |

Source: NSSG, Survey of Workforce 2001 (2nd quarter)

# 2. The education system

Education in Greece has three successive stages: primary , secondary and tertiary . The latter is divided into university (AEI) and non-university (TEI) education. In Greece, post-secondary initial vocational training, mainly provided at Institutes of Vocational Training (IEK) (see 3.4.2) and leading to certification, is not formally considered part of the education system as the certification received by graduating students allows access to the labour market, rather than to further studies. Consequently, it has only been included in Figure 2 for information. All levels of public education provided by state-owned schools and educational establishments are free of charge.

***Figure 2: The Greek educational system***




Source: Authors' diagram (based on Law 2525/97, 2640/98, 2009/92)

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## 2.1. Primary and secondary education

### 2.1.1. Pre-school education

Pre-school education is provided at crèches run by local authorities, at nursery schools (*nipiagogeia*) run by the Ministry of Education, and at private crèches and nursery schools. Nursery schools are classed as primary education for administrative purposes. Pre-school education is not compulsory.

### 2.1.2. Primary and lower secondary education

Compulsory education lasts nine years, from the ages of seven to fifteen, with six years at *Dimotiko* (primary education) and three years at *Gymnasio* (lower secondary education). Recently, day-long nursery and primary schools have been introduced, though so far only 0.5% of primary schools operate on a day-long basis. 33% of nursery schools and 45% of primary schools operate optional day-long sections, attended by pupils upon their parents' request. Furthermore, both lower and upper secondary education include experimental (pilot) schools, in cooperation with universities, music schools (with an emphasis on music), ecclesiastical schools (with an emphasis on religious education) and sports sections (with an emphasis on sports), though their number is limited. Foreign-language learning is of particular interest in Greece. Almost all pupils aged from 9-15 learn foreign languages, not only through foreign language teaching at school, but also in private language institutes. (More affluent pupils are tutored at home.) After the age of 15, pupils tend to focus exclusively on preparing for tertiary level education. Once they have completed compulsory education, pupils can enter the labour market or continue their studies in upper secondary education. They can also attend a one-year post-compulsory secondary training course in areas of expertise provided by the post-secondary IEKs (see 3.3). For pupils who drop out of school without minimum educational qualifications see 2.1.6.

### 2.1.3. Upper secondary education

Upper secondary education consists of the *Eniaio* (Unified) *Lykeio,* providing education of a general nature, and Technical Vocational Schools (*Technika Epaggelmatika Ekpaideutiria*, TEE), providing vocational education and training (see chapter 3). In 2001, the distribution of the school population between these two types of schools was 65% and 35% respectively (Table 6). During the first year of *Lykeio* all pupils study the same curriculum. From the second year on, in addition to common subjects, pupils choose one of three educational pathways: sciences (mathematics, physics, chemistry, biology), arts (language, history, philosophy) or technology (mathematics, physics, technology). In all three years a certain number of teaching hours are devoted to electives. *Lykeio* graduates are awarded a certificate known as the '*Lykeio* Leaving Certificate' (*Apolyterio Eniaiou Lykeiou*). The *Lykeio* has frequently been accused of functioning simply as a preparatory step to tertiary level

education. (Indeed, this is the problem that all recent educational reforms have sought to solve.) Nonetheless, pupils do not think that it fulfils this preparatory role satisfactorily. As a result, they seek recourse to private tutorial schools (*frontistiria*). These tutorial schools, a purely Greek phenomenon, are private enterprises at which pupils, primarily from *Lykeio*, undergo intensive preparations for the country-wide (*panellinies*) examinations, which will determine whether they obtain a place in tertiary education. On admission procedures for pupils in the last year of *Lykeio* and TEE into tertiary level education see 2.2.2. On the ability of pupils to acquire vocational qualifications or supplement the qualifications they already hold see 3.3.

### 2.1.4. Horizontal mobility

In theory, it is possible to transfer between *Lykeio* and TEEs. In practice transferring is rare, especially from TEE to the *Lykeio*. The *Lykeio*, because of its academic character and the focus on preparing pupils for tertiary education, is considered much more demanding and thus prohibitive for TEE pupils. The small number of pupils who transfer in the opposite direction – from the lower classes of *Lykeio* to the first year of TEE – do so because of their inability to meet *Lykeio* standards.

### 2.1.5. Evening education at secondary level

There are evening school equivalents for all types of secondary education schools. These are designed for working students and courses last one year longer. During the 2000-2001 school year, 26 120 (3.6% of the total secondary level student population) attended evening schools, five times as many boys than girls.

### 2.1.6. Dropout rate

According to the latest available survey data (1997-98 school year)([2]), the dropout rate for compulsory education overall stands at 8.5% (6.9% for lower level secondary education) while it is estimated at 22% in *Lykeio* and 26% in TEE. When compared with older data, this reveals a downward trend. In order to combat school failure and dropping out, remedial courses are made available to pupils in lower secondary education. Additional teaching support is available for both *Lykeio* pupils and those attending TEEs (in subjects of specialisation). Finally, all young people over the age of 18 who have not completed compulsory education may acquire a certificate equivalent to a lower secondary school-leaving certificate, by attending an eighteen-month course at one of the five Second Chance Schools supervised by the Institute of Continuing Adult Education (IDEKE).

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([2]) Paleocrassas et al., Research on the dropout rate in lower secondary school education (in Greek). Athens 2001.

### 2.1.7. Special social groups – special education – alternative structures

According to data from the Ministry of Education, during the 2000-2001 school year the number of pupils who are immigrants (or immigrants of Greek descent) throughout the country stood at 100 000. Of these 65 546 were in primary education (43 000 from Albania, 16 459 from the former USSR and 3 500 from EU countries), accounting for 10.7% of the overall student population. In secondary education the figure was lower, at 4.5% of the overall student population. 26 intercultural schools serve immigrants and immigrants of Greek descent. In addition, induction courses and tutoring are also offered. Preparatory classes operate for Roma children. There are also 232 minority schools for the Muslims of Thrace. Around 250 special primary and secondary schools operate for children with special educational needs, in addition to 1000 integration departments within ordinary schools, 50 special Vocational Education and Training Workshops (EEEK) and 22 Identification, Evaluation and Support Centres (KDAY). Around 15 000 pupils attend special educational institutions.

### 2.1.8. Private education

Private schools operate at primary and secondary level education and are attended by 7.3% of pupils (2001 data), most of who are at primary level. School-leaving certificates issued by private schools are equivalent to those issued by public schools; no accreditation process is required. Apart from a few charitable foundations, private schools are profit-making institutions.

## 2.2. Tertiary Education

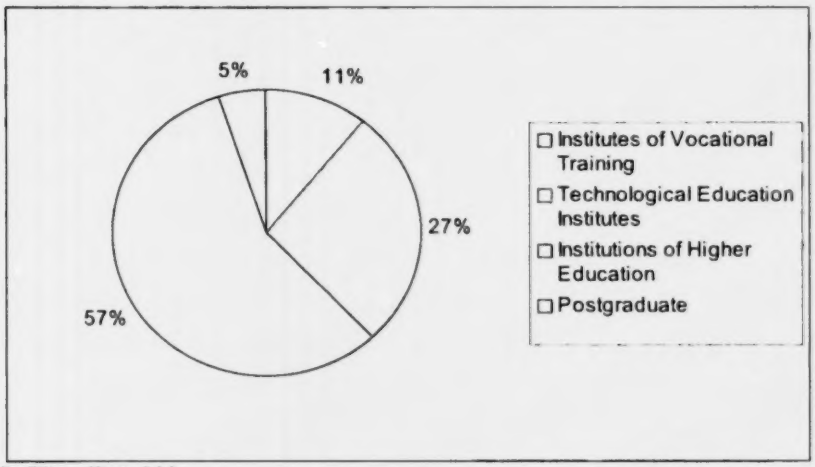
### 2.2.1. Structure

Tertiary education is provided in two parallel sectors: a) the university sector comprising Universities (AEI), Polytechnics (Technical University), the Fine Arts School, the Military Academies and Police Academy, and b) the technological sector which includes the Technological Education Institutes (TEI) and the Higher School of Pedagogical and Technical Education (ASPAITE)([3]). Courses at tertiary level institutes last from 8-12 semesters. Compared to universities, TEIs have a narrower vocational focus, more application-oriented curricula and a greater concentration on training and practice. The conflicts which has long opposed universities and TEIs mainly relate to the allocation of professional rights between

(3) Under Law 3027/2002 ASPAITE recently replaced the Vocational and Technical Teacher Training Academy (SELETE). One of its departments is the General Pedagogic Subjects Department (GGPM) which took the place of Technical Teacher Training College (PATES) and covers a large part of the pedagogical training of potential TEE teachers.

related specialisations. The ongoing controversy intensified recently, due to the government's stated aim of incorporating TEIs into higher education. Following the mobilisation of TEI personnel, this was finally achieved by Law 2916/2001, in the face of intense opposition from university staff who argued that TEIs should only be incorporated into higher education after undergoing a rigorous evaluation process. Following this change in status, TEIs began to offer postgraduate courses and operate technological research centres. Tertiary education also includes certain other non-university schools, such as higher ecclesiastical schools (Ministry of National Education and Religious Affairs) and the Mercantile Marine Academies (Ministry of Mercantile Marine). For distance learning at tertiary level, the Hellenic Open University (EAP) awards degrees equal to those awarded by conventional universities. At present it accounts for around 2% of all registered students (2000-2001 data). Entry to the EAP is determined by lot. Lastly, Institutes of Lifelong Learning are about to start operating at both AEIs and TEIs. Together with the EAP, these will complete the national lifelong learning system.

*Figure 3: Student distribution in tertiary education (2000-01 school year)*




For IEK see Chapter 3.3 2

Source: YPEPTh-DIPEE, OEEK

### 2.2.2. Admission to tertiary education

In Greece there is great demand for tertiary education, with 7 out of 10 *Lykeio* school-leavers (admission to AEI and TEI) and 2 out of 10 TEE school-leavers (admission to TEI only) ultimately gaining places there. The overall number of students admitted to AEI and TEI each year rose from 42 000 in 1993 to 83 000 in 2002. This doubling in student numbers within one decade has brought Greece into one of the top positions in Europe in terms of the rate of participation in higher education by population groups aged 18-21. This indicator reached 58% for 2002, compared to 27% in 1993. *Lykeio* graduates are admitted to tertiary education on the basis of results obtained in national examinations (*panellinies*) held in the last two years of school. Admission to some schools is also determined by examinations on special subjects. Most candidates for tertiary education focus on only a few university departments.

As a result, many young people are not admitted to the department of their choice and end up studying subjects they have little interest in. Quite a few young people choose to study abroad, mainly in European Union countries (30 000 Greek students studied in Great Britain during the 1999-2000 academic year) which guarantee the same professional rights by virtue of the general system for the recognition of diplomas awarded on completion of professional education and training (Directives 89/48/EEC and 92/51/EEC). Many *Lykeio* graduates also attend universities in Eastern European countries, especially for medical studies, for which there is excessive demand. The degrees these young people obtain are accredited in Greece following examinations held by the Inter-University Centre for the Recognition of Foreign Academic Titles (DIKATSA). During the two-year period 1997-1999, a total of 15 630 applications for the accreditation of degrees were lodged with DIKATSA, of which 65.9% related to bachelor's degrees, 27.5% to postgraduate degrees and 6.6% to doctorates.

### 2.2.3. Horizontal mobility

Ten per cent of students who either drop out of, or graduate from, tertiary education (AEIs, TEIs) enrol at institutes for post-secondary initial vocational training (IEKs). The aim is to obtain a specialisation over the course of two years, which they hope will ensure immediate entry into the labour market. This shows that graduate unemployment is affecting the strategic choices of students. There is some movement from TEIs to AEIs (1 072 TEI graduates enrolled in AEIs during the 1999-2000 academic year), but none in the opposite direction. Almost half the students at AEIs are late in gaining their degrees, usually by one to two years, while in TEIs the ratio is one in four.

### 2.2.4. Private education

The constitution does not allow the establishment or operation of private AEIs or TEIs. There are only private Liberal Studies Workshops – profit-making commercial enterprises providing general and vocational education and training. Some of these collaborate with foreign universities and award foreign university degrees. Though are frequently sought after in the market, these are not yet recognised by the State, despite pressure from various social groups, and the EU itself, for application of Directive 89/48/EEC.

# 3. The vocational training system

## 3.1 A short review

### 3.1.1. Attitudes to vocational education and training

Greek education has always been characterised by a strong demand for general education and, by extension, for education at university level. In the past, vocational education and training held only minimal interest for young people. The situation today is still much the same. Young people still look upon vocational education as a last resort, despite the state's continued efforts to promote VET as an option of equal standing, and despite research data which shows vocational education graduates facing fewer difficulties in finding work than general education graduates.

### 3.1.2. Recent reforms

In the last ten years two historic reforms have taken place, in cooperation with the European Social Fund:

- Law 2009/1992 established the National Vocational and Educational Training System (ESEEK). The aim was to secure flexibility in training specialisations offered and to improve the quality of training provision by introducing a national accreditation process for vocational knowledge and skills. The same law introduced changes at post-secondary level:
  - (i) The Organisation for Vocational Education and Training (OEEK) was set up to supervise the new Institutes of Vocational Training and to provide accreditation for all forms of formal training.
  - (ii) Institutes of Vocational Training (IEKs) were founded.
- Under Laws 2525/97 and 2640/98 upper secondary education was revamped, with significant changes in vocational education and training being introduced at this level. Specifically, the old types of *Lykeio* were abolished, namely the *General Lykeio* (GEL), the *Technical Vocational Lykeio* (TEL), the *Unified Polyvalent Lykeio* (EPL) and the Technical Vocational Schools (TES). These two types took their place:
  - (i) the Eniaio (comprehensive) *Lykeio* whose curriculum has no vocational orientation;
  - (ii) Technical Vocational Schools (TEEs) with two study cycles and two levels of certification.

## 3.2. Regulatory framework

### 3.2.1. The Ministry of Education

The Ministry of National Education and Religious Affairs is responsible for organising initial vocational education and training (see 3.3.1.1). To define and implement the relevant policies, the Ministry employs the following bodies:

- The Pedagogical Institute (PI). This is an advisory body on education with responsibility in primary and secondary education (general and vocational) for conducting educational research, designing and compiling curricula and detailed study schedules, developing educational material (books, laboratory manuals, teaching instructions, audiovisual means) and organising teacher training;
- The Department of Studies in Secondary Education. This service is responsible for implementing programmes of general and vocational education in collaboration with the relevant regional and prefectural authorities (Secondary Education Departments and Bureaus).
- The Organisation for Vocational Education and Training (OEEK)([4]). An independent body under Ministry of Education supervision with executive and financial responsibility for formal post-secondary vocational training. To be precise, OEEK:
  - (i) designs, organises, supervises and implements programmes of study at Institutes of Vocational Training (IEKs);
  - (ii) provides accreditation for professional qualifications related to the courses and areas of specialisation of the formal vocational levels set out in directive 92/51/EEC on the recognition of professional education and training.

  The Management Board of OEEK includes the social partners, though strictly speaking it is not tripartite. At prefectural level OEEK has established three-member advisory committees (TSEs) to advise on issues relating to the linkage between training provided in the prefecture and the local labour market.
- The Centre for Educational Research (KEE): The centre's main objective is to reach a comprehensive description and evaluation of the education system.

### 3.2.2. The Ministry of Labour

In Greece, continuing vocational training (see 3.4) is provided by bodies outside the educational system and comes under the Ministry of Labour and Social Affairs, which implements its policies mainly through the following bodies:

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([4]) Even though the OEEK is supervised by the Ministry of Education, IEKs are not considered part of the educational system (see Ch.2).

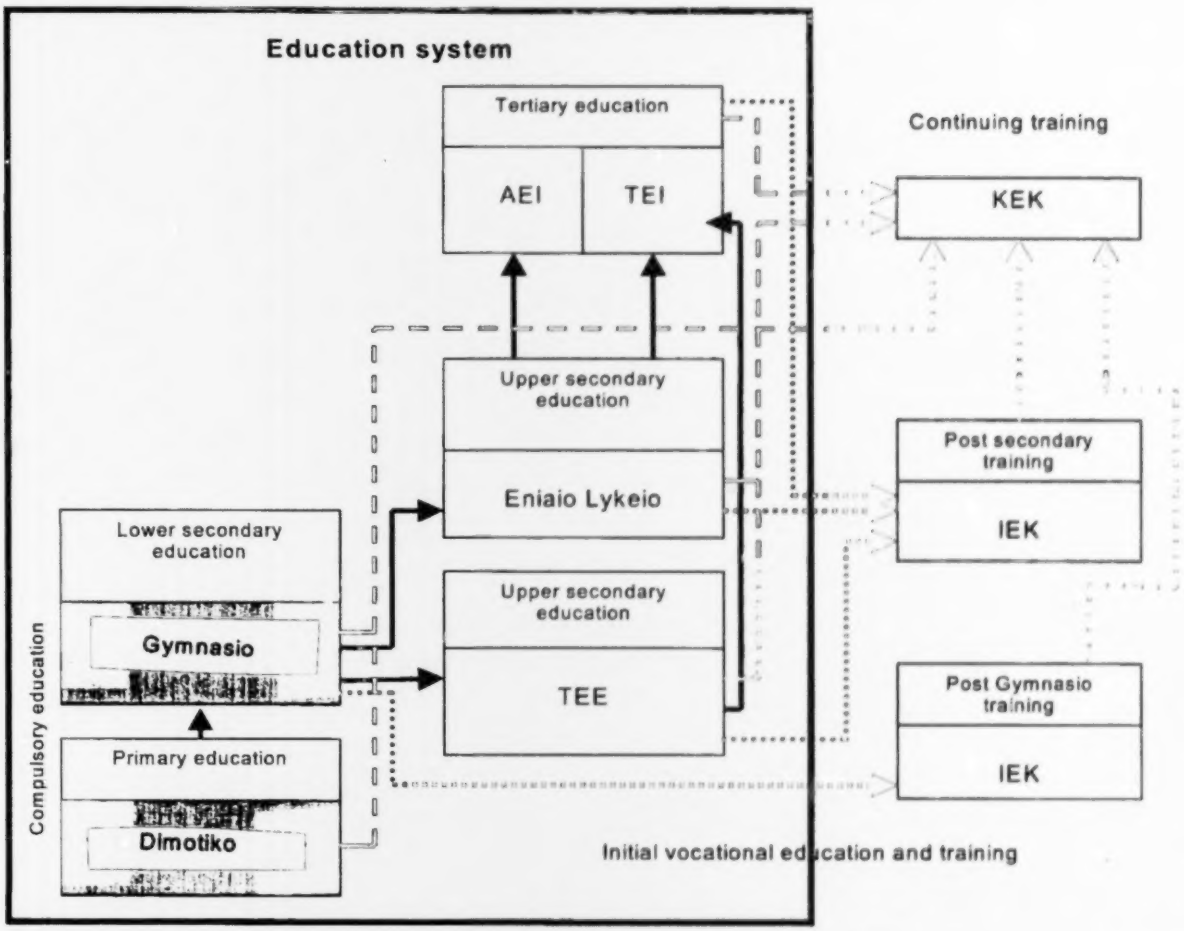
- The National Accreditation Centre of Vocational Training Structures and Accompanying Support Services (EKEPIS), which provides accreditation for:
  (i) providers of continuing training (KEK, see 3.4.1)
  (ii) courses and qualifications that respond to the needs of the market, and
  (iii) continuing training staff (compilation of a register of trainers).
- The Greek Manpower Employment Organisation (OAED): This is the most significant provider of secondary alternating vocational education and of continuing vocational training. To achieve greater flexibility and effectiveness, a recent reform (Law 2956/2001) allowed OAED to transfer part of its activities to three public limited companies operating under its supervision. These are:
  (i) the National Employment Observatory Research - Informatics SA, to explore what human resources are needed on the labour market.
  (ii) Human Resources Support Services SA, to provide support to the unemployed (counselling – career guidance) via Employment Promotion Centres (KPA) and
  (iii)Vocational Training SA, to design, organise and run courses in continuing vocational training via IEKs and KEKs.

  Significant activities such as placing the unemployed in jobs, social insurance for the unemployed, apprenticeships etc., still remain with the OAED.

## 3.3. Education and training routes

- On completion of compulsory education, those who wish neither to continue general studies at *Lykeio* nor to enter the labour market as unskilled workers can acquire vocational qualifications by choosing one of the following vocational education and training routes:

*Figure 4: Pathways in education and training*




Source: Authors' diagram (based on Law 2525/97, 2640/98, 2009/92)

(i) In school-based technical vocational education and training at TEEs (Ministry of Education and other ministries).

(ii) Alternating technical vocational education and training at apprenticeship TEEs of the OAED (Ministry of Labour).

(iii) One-year (post-lower secondary) initial vocational training in areas covered by Institutes of Vocational Training (IEKs).



22 BEST COPY AVAILABLE

- On graduation from the *Lykeio* or TEE, those who wish neither to continue studies in higher education (AEI or TEI) nor to immediately enter the labour market may acquire vocational qualifications or add to existing qualifications by choosing initial post-secondary vocational training at State or private Institutes of Vocational Training (IEKs) and special schools run by various ministries.

- All pupils over 18 who have completed any level of general or vocational education and training, may, whether employed or unemployed, attend VET courses in non-formal continuing vocational training at accredited centres (KEK) or non-accredited centres of vocational training (see 3.4, Initial vocational education and training).

### 3.3.1. Secondary vocational education and training

*3.3.1.1. School-based VET (TEEs supervised by the Ministry of Education)*

This is provided at Technical Vocational Schools (TEE) which are supervised by the following bodies:

- The Ministry of Education (448 TEEs),
- The Ministry of Health and Welfare (49 TEEs),
- The Ministry of Agriculture (12 TEEs),
- The Ministry of Development (8 TEEs), and
- Private TEEs (85).

Fourteen sections arranged in 42 subdivisions operate at TEEs (table 5). The number of departments and specialisations at any TEE depends on local socio-economic conditions and needs, and on the number of pupils and their preferences. TEEs operate on the basis of two independent cycles, the first lasting two years and the second lasting one year. The Ministry of Education has overall responsibility for course design and approval, while other social partners (employer and employee associations) are only indirectly involved in course design; they are simply asked for their opinion at the stage of defining the occupation. The distinguishing feature of this curriculum is the limited number of subjects of general education and its concentration on work-related subjects. However, the proportion of general educational subjects (such as Greek and English, history, physics, chemistry, etc.) is by no means negligible, as they account for 41% and 30% of the timetable in the first and second year of the first cycle, and 24% of the timetable during the second cycle. Subjects requiring workshops or laboratories are taught in the 180 school workshops and laboratories in the TEEs themselves. As these do not suffice, especially in large cities, they are supplemented by the 114 School Workshop Centres (SEK), each of which caters for more than three TEEs.

*Table 5: Distribution of pupils in State TEEs supervised by the Ministry of Education (1st and 2nd cycles) by study section (2000-2001 school year)*

| TEE sections | Pupil population | % |
|---|---|---|
| Mechanics | 26 329 | 21.3 |
| Health and Welfare | 18 591 | 15.0 |
| Finance and administration | 17 250 | 13.9 |
| Information Technology | 16 611 | 14.4 |
| Electricity | 13 974 | 11.3 |
| Beauty and hairdressing | 11 238 | 9.1 |
| Electronics | 7 964 | 6.4 |
| Applied art | 3 698 | 3.0 |
| Construction sector | 3 396 | 2.7 |
| Agriculture, food and the environment | 3 265 | 2.6 |
| Marine and shipping | 599 | 0.5 |
| Silverwork, goldwork and watchmaking | 579 | 0.5 |
| Chemical laboratory applications | 277 | 0.2 |
| Textiles | 64 | 0.1 |
| **Total** | 123 835 | 100.00 |

Source: Ministry of National Education and Religious Affairs- Dept. of studies in secondary education (Section B – TEE)

*3.3.1.2. Alternating vocational education (TEEs supervised by the OAED)*

This is provided at 52 Apprenticeship Technical Vocational Schools run by the OAED (Ministry of Labour). These schools, which operate in parallel to, and on a par with, Ministry of Education TEE schools, also have two independent cycles, the first being a three-year cycle and the second a one-year cycle. The first year of the first study cycle is spent exclusively at school. During the second and third years, in parallel with theoretical and workshop classes, pupils spend four days a week in the workplace related to their area of specialisation for 6-8 hours a day, and attend lessons at school for one whole day and two evenings every week. This is why studies at OAED-run TEEs run for three years, i.e. one year longer than at TEEs supervised by the Ministry of Education. Students sign an apprenticeship contract and receive a salary for the work they do. In the second cycle of study, pupils once again return to school full time. The same areas of specialisation are offered as at Ministry of Education TEEs and curricula are identical. The advantage of experience in the workplace does not affect the formal qualifications and professional rights of graduates of OAED-run TEE compared to Ministry-run TEE, but it does provide them with a qualitative advantage in the labour market.

*3.3.1.3. Statistical data*

Recent years have seen the beginning of a marked upward trend in student populations at vocational schools and a corresponding reduction in student populations at schools providing general education (table 6, figure 5). This development is directly related to the 1997-98 spate of reforms in upper secondary education (see 3.1.2) and is expected to continue. Girls

outnumber boys in general education while boys outnumber girls in vocational education (figure 6). Figure 7 shows the limited application of alternating vocational education, largely because companies offer few apprenticeships. This the OAED attributes to the social partners' lack of information about the aims of apprenticeship TEEs, and has therefore introduced measures to remedy the situation.

***Table 6: Distribution of pupils in upper secondary education (1)***

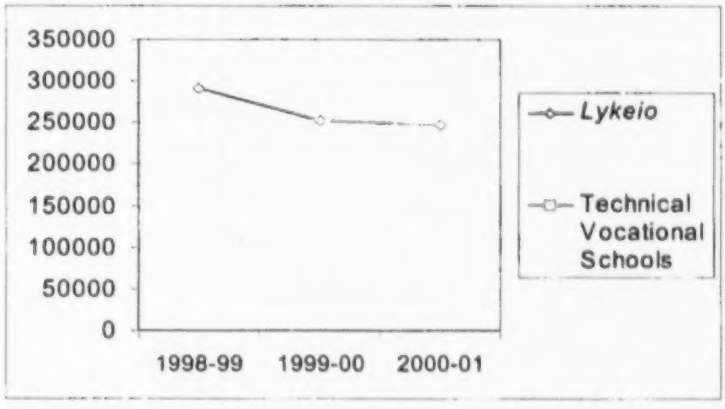
| School Year | Total | *Lykeio* | % | TEE(2) | % |
|---|---|---|---|---|---|
| 1998-99 | 393 201 | 292 039 | 74.3 | 101 162 | 25.7 |
| 1999-00 | 371 162 | 252 644 | 68.1 | 118 518 | 31.9 |
| 2000-01 | 381 497 | 247 835 | 65.0 | 133 662 | 35.0 |

(1) In State and private, day and evening schools

(2) Combined total of Ministry of Education and OAED TEEs

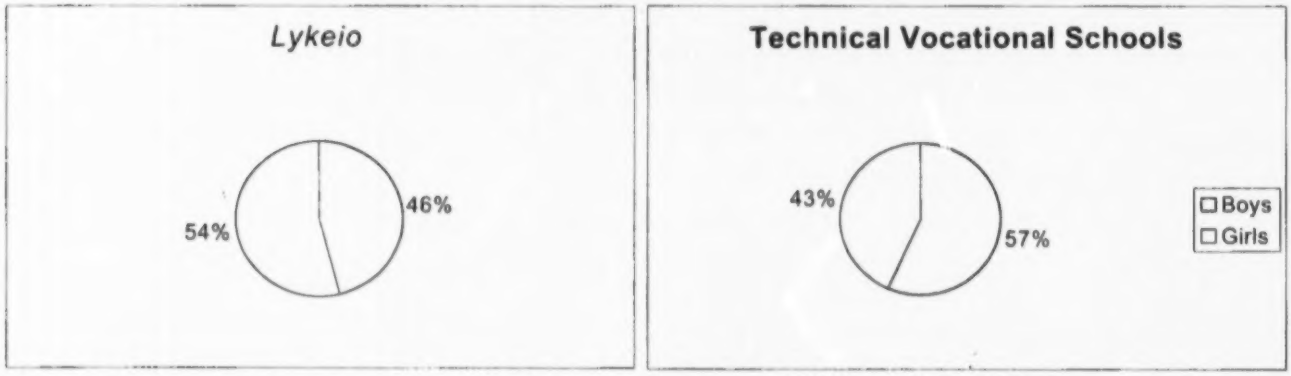
Source: Ministry of National Education and Religious Affairs– DIPEE / Dept. Com. Research & Statistics

*Figure 5: Changes in student population at upper secondary education*



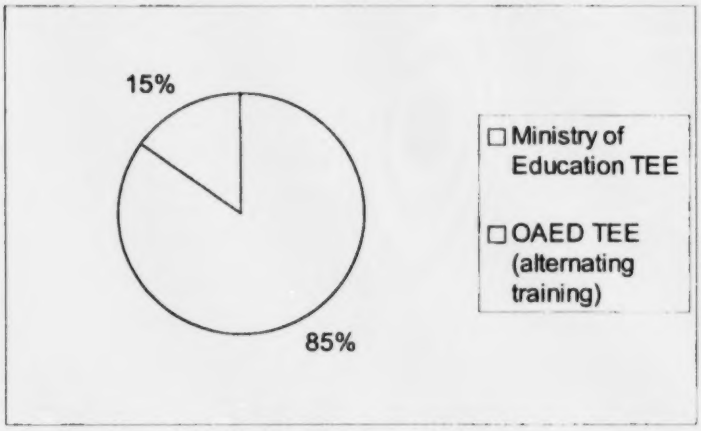

Source: Ministry of National Education and Religious Affairs – DIPEE / Dept.Com.Research & Statistics

*Figure 6: Gender distribu tion in upper secondary education (2000-2001 school year)*




Source: Ministry of Education and Religious Affairs,-Dept Com Research and Statistics

*Figure 7: Distribution of students in school-based and alternating VET (2000-2001 school year)*




Source:OAED- Dept of Initial Education and YPEPTh-DIPEE/Dept. Com. Research & Statistics

*3.3.1.4. Accreditation and vocational qualifications*

For those who complete the 1st and 2nd cycles at TEEs, accreditation follows examinations conducted in the school itself. At the 1st cycle, examinations share subjects with all schools at prefectural level while at the 2nd cycle, examinations share subjects at national level. The following qualifications are awarded:

- Technical Vocational School (TEE) certificate, equivalent to the certificate from the old Technical Vocational Schools (TES) (ISCED 2);
- Technical Vocational School (TEE) certificate, equivalent to the certificate from the old Technical Vocational Lykeio (TEL) (ISCED 3).

The system of accreditation of secondary vocational education still has weaknesses: it is primarily time-based rather than competence-based, there is no fixed national standard resting on standardised professional criteria, and it operates without the participation of the social partners.

### 3.3.2. Post-secondary vocational education and training

*3.3.2.1. Institutes of Vocational Training (IEKs)*

Post-secondary initial vocational training is provided at Institutes of Vocational Training as follows:

- 138 IEKs run by the OEEK,
- 34 IEKs run by the OAED,

- 41 private IEKs which are supervised by the OEEK.

Studies last between 2 and 4 semesters. For those who have completed courses at TEEs and wish to continue in the same area of specialisation, IEKs essentially provide supplementary training, as credits gained in many subjects studied at TEEs give students the right to enrol directly in the third semester.

*Table 7: Student populations at Institutes of Vocational Training run by the Organisation for Vocational Education and Training, OEEK (1st semester 2001)*

| IEK sections | Student population | % |
|---|---|---|
| Financing and administrative services | 9 769 | 32.1 |
| Health, beauty and social services | 4 628 | 15.2 |
| Information technology/ telecommunications/networks | 4 529 | 14.9 |
| Electricity/mechanics/electronics | 3 453 | 11.3 |
| Applied arts | 2 456 | 8.1 |
| Tourism and transport | 2 178 | 7.2 |
| Construction and public works | 949 | 3.1 |
| Communication and media | 875 | 2.9 |
| Food and drink | 778 | 2.6 |
| Agriculture, animal husbandry and forestry | 494 | 1.6 |
| Clothing and footwear | 187 | 0.6 |
| Culture and sports | 167 | 0.6 |
| Industrial chemistry | 12 | 0.1 |
| Energy and the environment | 0 | 0 |
| **Total** | 30 475 | 100.00 |

Source: OEEK – Dept. of Planning and Development (Research Section)

Compared with courses at TEEs, IEK courses are more work oriented and closer related to the demands of the labour market. They are designed by tripartite teams of experts (State, employers and employees) and officially approved in accordance with the European training regulation, which is regularly up-dated. Most students are Lykeio graduates, aged between 20 and 30. Trainees must study theoretical, practical and combined subjects. On completing the IEK curriculum they are awarded a certificate of vocational training, which allows entry to final accreditation examinations. Institutes of Vocational Training cater for 110 special subjects, which are grouped into 14 basic sections (Table 7). Admission to IEKs, where the ratio of candidates to successful applicants is 7:10, is based on criteria primarily relating to grades and age, professional experience in the area of expertise, and social factors.

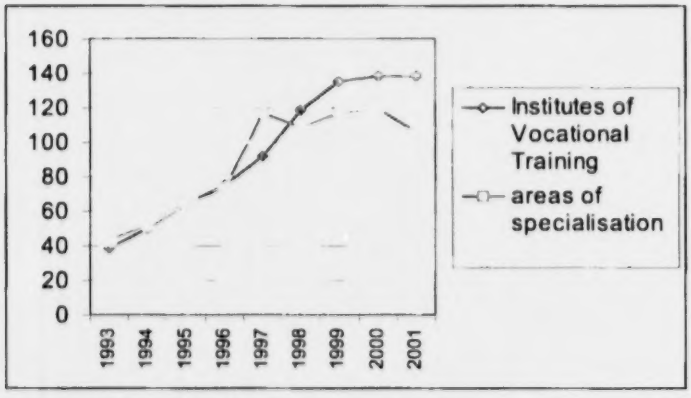
Post-secondary initial vocational training is also provided at the schools run by various ministries (Development, Defence, Culture, and Mercantile Marine).

...

*3.3.2.2. Statistical data*

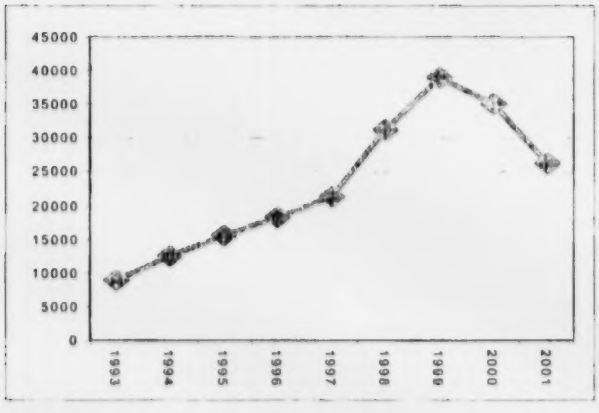
Figures 8 and 9 show growth in the number of IEKs run by the OEEK, and their areas of specialisation from 1993 to 2001, as well as changes in the student population. The last ten years have seen noticeable progress in this area, due as much to increased demand for the areas of specialisation these schools offer as to the OEEK's efforts to cover as much geographical territory as possible. The reduction in the number of specialisations at the end of this period is due to the OEEK's attempts to take into account regional and local conditions and avoid reaching occupational saturation point. The noticeable drop in student population is linked to the higher numbers of secondary school leavers gaining admission to Technological Educational Institutes (TEIs). A comparison between numbers in State-run IEKs and private ones reveals that in the second semester of 2000, of the 46.174 students attending Institutes of Vocational Training 76% attended State-run institutes and 24% attend private ones. Of all students attending State IEKs, 8% attend OAED-run IEK (2000-2001 data).

*Figure 8: Changes in the number of IEKs run by OEEK and areas of specialisation ($2^{nd}$ semester figures)*




Source: OEEK - Dept. of Planning and Development (Research section)

*Figure 9: Changes in student population at IEKs run by OEEK ($2^{nd}$ semester figures)*




Source: OEEK – Dept. of Planning and Development (Research section)

*3.3.2.3. Accreditation and vocational qualifications*

Accreditation for those who complete courses at IEKs takes the form of national examinations in the theoretical subjects and regional examinations (with the participation of social partners) for the practical side. An IEK Diploma of Vocational Training is awarded, in accordance with directive 92/51/EEC. The reforms of 1992 have brought the accreditation system almost in line with other European systems: it is now integrated, based on national standards and linked to state-of-the-art professional content by tripartite committees (training regulations). The system also operates with tripartite participation. Specifically, the social partners participate in the committee selecting the theoretical subjects to be examined and provide 2/3 of the examiners in the practical subjects. As for one-year training at post-lower secondary level, accreditation is by the same method and leads to an IEK Certificate of Vocational Training (Directive 92/51/EEC Certificate).

## 3.4. Continuing vocational training

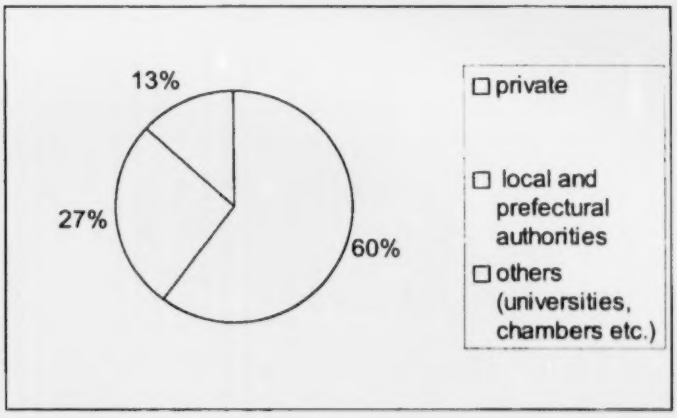
### 3.4.1. Vocational Training Centres (KEK)

Privately-owned (whether for profit or not) and State-run organisations providing continuing training which receive the positive assessment of EKEPIS (see 3.2.2), are officially accredited Vocational Training Centres (KEK). They are financed from national (Ministry of Labour) and European Community funds (the European Social Fund – ESF, and the European Regional Development Fund – ERDF). KEKs design, organise and provide courses in continuing vocational training for employees, the unemployed and school leavers from all levels of education in many different subjects (the environment, health, education, agriculture, financing, services etc). The following are criteria generally employed in designating an organisation as a KEK:

- experience in organising adult training courses,
- staff,
- installations.

For 2002-2003, 283 continuing training providers have been awarded accreditation, with 35 000 training positions in 577 KEKs throughout the country. The majority of these are privately owned (figure 10). In addition, a further 36 KEKs have been awarded accreditation for training the disabled, while another 4 KEKs provide training for drug users or former drug users; these 40 KEKs are generally run by welfare organisations. In the near future an evaluation system for KEK will come into effect.

*Figure 10: Distribution of Vocational Training Centres (KEK) by provider*




Source: EKEPIS

### 3.4.2. Continuing vocational training structures provided by the OAED

- OAED runs 52 vocational training centres, not accredited by the EKEPIS, which provide continuing training for the employed and unemployed and absorb the majority of funds made available by the Ministry of Labour for this purpose. The unemployed participate in these programmes via Employment Promotion Centres (KPAs). In future the planning and implementation of continuing training provided by the OAED will be realised via the company 'Vocational Training S.A.'. The OAED's continuing training programmes include:

- Continuing training for the unemployed consisting of 50-1200 hours' training for jobless people over 16, preferably receiving subsidies. Training takes place at the OAED training centres. For certain subjects a school-leaving certificate for compulsory education is not required. Over the last two years, alternating training programmes have been run on a pilot basis for new entrants to the labour market or for persons wishing to switch occupation. Such training includes a theoretical part provided at the OAED Training Centres and practical work in enterprises subsidised by the OAED.

- Vocational training for the unemployed in major technical projects, carried out in collaboration with private KEKs.

- Vocational training for the self-employed carried out at the OAED Training Centres.

- Vocational training for the unemployed as part of the comprehensive measures being taken in prefectures with acute unemployment problems. Such measures include a career guidance, training and employment 'package';

- Vocational training for people employed in enterprises throughout Greece using funds from the Employment and Vocational Training Account (LAEK)([5]). During 2000, 107 972 employees took part in programmes financed by funds raised from the 0.45% employers' contribution.

### 3.4.3. Other forms of continuing vocational training

Other than the OAED, the following organisations provide forms of continuing training without accreditation from the EKEPIS:

- The Ministry of Development: Schools of Tourism;
- The Ministry of Mercantile Marine: Training Centres for mercantile marine staff;
- The Ministry of Agriculture: DIMITRA Organisation and Centres for Agricultural Training;
- The Ministry of Health and Welfare through the nursing and welfare institutions it runs;
- The General Secretariat for Adult Education (GGEE)([6]), which, in addition to vocational training at accredited KEKs, also offers programmes on basic skills and new basic skills, guidance, culture, etc. At prefectural level, continuing training and any other adult education programmes are provided by Prefectural Committees of Popular Education (NELE).

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([5]) The funds for the LAEK are derived from the employers' contribution (0.45%) to the Special Vocational Training and Education Programmes Account (ELPEKE) and from the 0.36% contribution to the Special Common Unemployment Account (EKLA).

([6]) The GGEE is an agency of the Ministry of Education responsible for the planning, coordination and implementation of measures relating to lifelong learning throughout Greece and for Greeks abroad. The Institute of Continuing Adult Education (IDEKE) (see 2.1.6) is supervised by the GGEE.

# 4. Financing vocational training

Funds for education in Greece are drawn from the General State Budget and from individuals. State funds for education (i.e. running costs – with the exception of school maintenance costs covered by municipal authorities, and school building costs covered by prefectural authorities – and investment costs) are, for the most part, allocated by the Government directly to schools, requiring no action on the part of regional or local authorities (centralised administration model).

In 1998 total government expenditure on education (domestic expenditure plus funds from the EU) was equal to 3.7% of the Gross Domestic Product (GDP). This sum was well below the average spending on education in OECD countries (5.3%) and in the EU-15 countries (5%).

*Table 8: Public spending on education*

| Year | Total expenditure (in millions of Euro) | Recurrent expenditure (1) | % | Investment expenditure | % | Total spent as % of (GDP) |
|---|---|---|---|---|---|---|
| 1996 | 2 824.8 | 2 679.5 | 94.9 | 145.3 | 5.1 | 3.2 |
| 1997 | 3 586.2 | 3 291.6 | 91.8 | 294.6 | 8.2 | 3.7 |
| 1998 | 3 924.6 | 3 657.3 | 93.2 | 267.3 | 6.8 | 3.7 |
| 1999 (2) | 4 201.1 | 3 909.6 | 93.1 | 291.5 | 6.9 | 3.7 |
| 2000 (2) | 4 579.5 | 4 259.1 | 93.0 | 320.4 | 7.0 | 3.8 |

(1) Administrative and teaching staff payrolls and running costs

(2) Preliminary data

Even though education in Greece is provided free of charge at all three levels, it is estimated that private spending on education (tutorial school fees, private school fees, private IEK fees, etc.) is equal to more than 40% of State spending.

It is particularly difficult to analyse total public spending on education by level of education (primary, secondary and higher) and by sub-divisions within each level (e.g. general, technical-vocational), because since the early 1990s the NSSG has ceased gathering data from financial reports. Data from Ministry of Education budgets are also difficult to analyse in the ways mentioned above because of the way the various programmes are interwoven and sometimes overlap. However, one piece of research[7] pointed out that, in real terms, for secondary technical and vocational education State expenditure did not exceed 0.2% of GDP in 1994.

(7) Karagiannopoulos, E., Finances of the Greek Educational System (in Greek). Ph.D. Thesis. Athens, 1997.

The following Operational Programmes (OP) concerning education and training, run by the Ministry of Labour and the Ministry of Education, provide a clearer picture. These programmes, whose objectives follow the guidelines set out in the National Action Plan for Employment, are jointly funded within the context of the Community Support Framework (CSF), 75% of finance provided by the EU and 25% by the Greek government.

## 4.1. Operational Programmes overseen by the Ministry of Education

The Ministry of Education has undertaken the Operational Programme (OP) 'Education and Initial Vocational Training', which is included in the 3rd CSF (2000-2006), with an estimated cost of 2 485 million Euro. 61.7% of this fund is for measures taken in the priority area of 'Promotion and improvement of education and vocational training within the framework of lifelong learning'. Indeed, 22.3% of total estimated spending on this Operational Programme has been allocated for action in this area of initial vocational training, benefiting mainly students at TEEs and IEKs.

Financial reports are not yet available for the similar Ministry of Education OP included in the 2nd CSF (1994-1999). However, a large proportion of OP funds was spent on implementing the educational reform of 1998 (i.e. setting up Eniaio Lykeio and TEEs to replace the previous General Lykeio, Technical Vocational Lykeio and Technical Vocational Schools).

## 4.2. Operational Programmes overseen by the Ministry of Labour

Total State funding allocated for the promotion of employment and continuing training as part of the 2nd CSF (1994-1999) reached 2 060 000 Euro. Activity in this area was mainly in the form of the Ministry of Labour Operational Programmes on 'Continuing Training and the Promotion of Employment' and 'Combating Exclusion from the Labour Market'. Under these Operational Programmes, 200 000 unemployed people and 350 000 employed people received training.

As part of the 3rd CSF (2000-2006) the Ministry of Labour is conducting an Operational Programme on 'Employment and Vocational Training' at an estimated total cost of 1 999 000 Euro. It is estimated that 125 000 unemployed people (approximately 34% of the total number of unemployed) and over 200 000 people in employment will receive training before the Programme is completed.

# 5. Teacher training in vocational education

## 5.1. TEE teacher training

Teaching staff at TEEs fall into three categories, according to their level of basic education and training:

- Graduates of AEIs, who usually teach subjects of general education and theory aspects of specialisation subjects;
- Graduates of TEIs and those who have completed departments of ASPAITE([8]), who usually teach technological subjects, combining theory and workshop training;
- Graduates of the upper cycle of secondary technical vocational education, who are employed as workshop instructors.

In the past those holding teaching posts in secondary education were appointed to permanent posts on the basis of a 'precedence list', inclusion in which was based on the date of graduation. Now most are appointed on the basis of a competition held every two years by the Supreme Staff Selection Council (ASEP) and a small percentage on the basis of a precedence list in conjunction with their experience as substitute teachers. Technical or vocational subject teachers or workshop instructors are also required to obtain a certificate, having attended an additional 12-month pedagogical training course provided by the General Pedagogical Subjects Department (GTPM) of ASPAITE see 2.2.1). This may also be gained after success in the ASEP examinations. Admission to the GTPM is based on a points scale, the criteria being diploma grade, knowledge of foreign languages, professional experience and an interview. In addition to this mandatory introductory training, which relates solely to teachers of technical and vocational subjects at TEEs, a wide range of pedagogic training courses are also available within the EPEAEK programme ([9]) provided by ASPAITE, the 16 Regional Training Centres (offering courses of 40-100 hours for all teachers in primary and secondary education) and universities, such as the University of Thessaloniki which is currently running a pilot in-school training programme. Teacher training in information technology is also available under the national 'Information Society' programme as part of the EPEAEK.

## 5.2. IEK teacher training

Teaching staff at Institutes of Vocational Training fall into two categories:

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([8]) These departments at central and regional level replaced the Higher Engineering Training College – (ASETEM) of the former Vocational and Technical Teacher Training Academy (SELETE) (see 2.2.1).

([9]) Education and Initial Vocational Training Operational Programme.

- Specialised, experienced professionals occupied on a daily, full-time basis in their profession and who teach in Vocational Training Centres in the evening;
- Secondary school teachers teaching subjects within their field of expertise (general subjects).

Teachers are employed on six-month contracts and paid on an hourly basis. The absence of permanently employed teachers makes the system more flexible, as it allows for the selection of the appropriate teachers for each subject separately and for the cancellation of training courses in case of local saturation of certain occupations. In the future, a register of IEK teachers will be drawn up showing qualifications and areas of expertise. A condition for registration will be completion of an intensive course in teaching methods provided by the OEEK or a certificate from the GTPM of ASPAITE.

## 5.3. KEK teacher training

In order to supply the needs of its accredited KEKs in teaching staff, the National Accreditation Centre of Vocational Training Structures and Accompanying Support Services (EKEPIS) has established a register of teachers. In this register:

- For theory, graduates of AEIs in all disciplines
- For practical aspects, graduates of anything from primary education to IEKs;
- for basic information technology skills, graduates of the Information Technology Departments at tertiary education establishments.

Recent experience in the profession and experience in teaching adults are requirements for inclusion in the register. All teachers, apart from graduates of ASPAITE and the teaching staff of AEIs and TEIs must have attended a teacher training course.

# 6. Guidance and counselling

National policy is formulated by the Ministry of Education (The Pedagogical Institute –Department of Technical and Vocational Education – Guidance and Counselling section) and the Ministry of Labour (OAED – Department of Vocational Guidance) and is coordinated by the National Centre for Vocational Orientation (EKEP)([10]). There are two forms of vocational guidance:

- School Vocational Guidance (SEP) run by the Ministry of Education. This forms part of the curriculum of the 3rd year of lower secondary schools and the 1st year of Lykeio. In primary schools guidance is an integral part of the curriculum. TEEs provide elements of vocational guidance:
  (i) during the first year of the first cycle as part of the subject 'The working Environment';
  (ii) during events which bring TEE students or former students into contact with the labour market (private companies, public organisations, services etc.).

  To date there are 200 school-based Vocational Guidance Offices (GRASEP) operating in 200 lower secondary schools. They meet the information and counselling needs of pupils not only in the school where they are based, but also in neighbouring schools. The counsellors are secondary education teachers seconded to the GRASEP who undergo 520 hours of training. As 'Assessment Counsellors' they are responsible for the implementation of SEP activities in the classroom. 68 Regional Career Counselling Centres (KESYP) operate in prefecture capitals. These are mainly aimed at young people up to the age of 25, but may also assist all other interested persons. The KESYP are also staffed by secondary education teachers, 'SEP Managers', who have completed 1 000 hours of postgraduate training, and 'information specialists' who have completed 900 hours of training in documentation. The Pedagogical Institute's Transition Observatory surveys provide information on how school leavers from the various types of secondary education establish themselves in the labour market .
- The Ministry of Labour provides vocational guidance for apprenticed students, working adults and the unemployed, via the OAED, in the form of 'Employment Promotion Centres' (KPA) and 'Career Guidance Centres'. Employment Promotion Centres also provide counselling on how to find work. In addition, the OAED provides information on current and future manpower needs through the firm 'National Employment Observatory Research - Informatics S.A.'.

At IEKs, career counselling is provided by OEEK's career centres, while at AEIs it is provided by Career Services Offices (liaison offices).

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([10]) EKEP is an executive agency of the State supervised by the Ministries of Education and Labour. Its objective is to bring the content and guidelines for education and training into line with the needs of the labour market and the requirements of both employers and employees.

# 7. Trends and perspectives

The concerns and aims of Greece today in the areas of employment, and initial and continuous vocational education and training mirror the tendencies apparent in other EU Member States. The aim here, as elsewhere, is to promote educational policies that, inter alia, develop human resources, improve employability among the young and combat social exclusion. Behind every target lies a relevant instruction, memorandum or initiative of the EU institutions; behind most proposed measures lie relevant EU guidelines and appropriate funding.

The gaps and overlaps in the vocational training system which came to light during the implementation of the 1st National Action Plan for Employment were mainly due to lack of co-ordination between the authorities involved and to structural inefficiencies. The establishment of a new supervisory body, the 'National System for the Linking of Vocational Education and Training with Employment' (ESSEEKA), which will operate on the basis of tripartite, equal representation of State, employers and employees, is expected to improve things greatly. Its job will be to establish meaningful links between vocational education and vocational training, and to link these sectors to employment. One of the main aims of the relevant bill is to ensure cohesion between all systems of vocational training provision and to provide for the accreditation of occupational qualifications, regardless of how these qualifications are gained.

As far as sub-systems are concerned, we have noted the following perspectives:

- There are plans for the re-alignment of departments and specialisations in secondary vocational education and training so as to reflect the economic and social conditions of each region. The aim is for every TEE to acquire its own identity, each differing according to the areas of specialisation it caters for.
- The proposal put forward by the European Commission (on legally recognised occupations) for a reduction in the number of secondary school certificates at vocational training levels 1 and 2 is likely to open the way for the merging of the two cycles (1st and 2nd) at TEEs into a single cycle at EU vocational training level 2. This would also solve the problem of upgrading IEKs, which would then award certificates at EU vocational training level 3.
- The new structure of the OAED, i.e. the delegation of its activities to 3 companies, aims to make a dynamic entry into the competitive world of the free market employment system. From now on, the companies will provide services to the unemployed and to enterprises on an individual basis. The social partners will also take a greater part in formulating policy and in management. Lastly, the policy of subsidising employment will be significantly curtailed in order to combat structural unemployment. In the area of alternating vocational education (apprenticeship) the OAED's efforts will focus on awareness campaigns aimed at the social partners. The aim will be to secure more apprenticeship placements and help ensure better practical training.

- One of the main aims of the 1997-1998 reform was to gradually open up higher education to all Lykeio graduates. OEEK is now working towards attracting more sectors of the population to Institutes of Vocational Training (IEK), such as higher education dropouts or graduates, members of the armed forces etc. It is also looking to provide re-training for employed people and training by distance learning.

The accreditation of organisations as Vocational Training Centres (KEK) by EKEPIS, the establishment of Second Chance Schools, the introduction of a new form of certification in post-secondary initial vocational training (IEK), merit-based selection of teaching staff through ASEP, the development of a host of new courses and textbooks, among other things, have all been hailed as positive steps in the area of vocational education and training. Many are optimistic about future prospects. However, others greet the announcement of new measures and new bills with scepticism and caution: they remember similar efforts in the past which either never got past the initial proposal stage or were allowed to lapse after a short period of application. For the sceptics, no less than a radical overhaul of the system (decentralisation, assessment at each level, uniform accreditation system, substantive participation by the social partners at all stages of decision making, etc) is necessary if dysfunctions in vocational education and training are ever to be overcome.

# Appendix 1

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# Appendix 2

## Acronyms

| | |
|---|---|
| **AEI** | *Institution of Higher Education* |
| **GDP** | *Gross Domestic Product* |
| **ASEP** | *Supreme Employee Selection Council* |
| **ASETEM** | *School of Pedagogical and Technological Education* |
| **ASPAITE** | *Higher School of Pedagogical and Technical Education* |
| **GGEE** | *General Secretariat for Adult Education* |
| **GEL** | *General Lykeio* |
| **GSEE** | *Greek General Confederation of Labour (GGCL)* |
| **GRASEP** | *School-based Offices for Vocational Guidance* |
| **GTPM** | *General Pedagogical Subjects Department* |
| **DIKATSA** | *Inter-University Centre for the Recognition of Foreign Academic Titles* |
| **EAP** | *Hellenic Open University* |
| **EU** | *European Union* |
| **EEEEK** | *Special Vocational Education and Training Workshops* |
| **EKEP** | *National Centre for Vocational Orientation* |
| **EKEPIS** | *National Accreditation Centre of Vocational Training Structures and Accompanying Support Services* |
| **EKLA** | *Special Common Unemployment Account* |
| **ESF** | *European Social Fund* |
| **ELPEKE** | *Special Vocational Training and Education Programmes Account* |
| **EEC** | *European Economic Community* |
| **OP** | *Operational Programme* |

| | |
|---|---|
| **EPA** | *National Employment Observatory* |
| **EPEAEK** | *Education and Initial Vocational Training Operational Programme* |
| **EPL** | *Unified Polyvalent Lykeio* |
| **ESDA** | *National Plan of Action for Employment* |
| **ESSEEKA** | *National System for Linking Vocational Education and Training with Employment* |
| **NSSG** | *National Statistical Service of Greece* |
| **ERDF** | *European Regional Development Fund* |
| **IDEKE** | *Institute of Continuing Adult Education* |
| **IEK** | *Institute of Vocational Training* |
| **KEE** | *Centre for Educational Research* |
| **KEK** | *Vocational Training Centre* |
| **KESYP** | *Career Counselling Centre (regional)* |
| **KDAY** | *Identification, Evaluation and Support Centre (for the disabled)* |
| **KPA** | *Employment Promotion Centre* |
| **CSF** | *Community Support Framework* |
| **LAEK** | *Employment and Vocational Training Account* |
| **NELE** | *Prefectural Committee of Popular Education* |
| **OAED** | *Greek Manpower Employment Organisation* |
| **OECD** | *Organisation for Economic Cooperation and Development* |
| **OEEK** | *Organisation for Vocational Education and Training* |
| **OLME** | *Federation of Secondary School Teachers* |
| **PATES** | *Technical Teacher Training College (SELETE)* |
| **PEK** | *Regional Educational Centre* |

| | |
|---|---|
| **PI** | *Pedagogical Institute* |
| **SEK** | *School Workshop Centre* |
| **SELETE** | *Vocational and Technical Teacher Training Academy* |
| **SEP** | *School Vocational Guidance* |
| **TEE** | *Technical Vocational School* |
| **TEI** | *Technological Educational Institute* |
| **TEL** | *Technical Vocational Lykeio* |
| **TES** | *Technical Vocational School* |
| **TSE** | *Three-member advisory committee* |
| **VET** | *vocational education and training* |
| **YPEKA** | *Ministry of Labour and Social Affairs* |
| **YPEPTh** | *Ministry of National Education and Religious Affairs* |



43

# Appendix 3

## Useful addresses

## Ministries

**Ministry of National Education and Religious Affairs (YPEPTh)**
15 Mitropoleos St., 101 85 Athens
Tel.: (210) 3252001 Fax: (210) 3248264
Internet: www.ypepth.gr

**Ministry of Labour and Social Affairs (YPEKA)**
40 Peiraios St., 101 82 Athens
Tel: (210) 5295001
Internet: www.labor-ministry.gr

## Governmental agencies and organisations

**Higher School of Pedagogical and Technical Education (ASPAITE) (formerly SELETE)**
141 21 Neo. Iraklio, Athens
Tel.: (210) 2823246, Fax: (210) 2821094
Internet: www.selete.gr

**General Secretariat for Adult Education (GSAE)**
417 Acharnon St., 11 43 Athens
Tel.: (210) 2530391, Fax: (210) 2516111
Internet: www.gsae.edu.gr

**Inter-university centre for the recognition of foreign academic titles (DIKATSA)**
223 Mesogion St., 115 25 Athens
Tel.: (210) 6756362, 6756368

**National Statistical Service of Greece (NSSG)**
14-16 Lycourgou St., 10 166 Athens
Tel.: (210) 3289537 Fax: (210) 3s249461

Internet: www.statistics.gr

**National Centre of Public Administration (EKDD)**
211 Peiraios St. and 2 Thrakis St., 177 78 Tavros, Athens
Tel.: (210) 3496200 Fax: (210) 3428049

Internet: www.ekdd.gr

**National Centre for Vocational Orientation (EKEP)**
1 Parasiou St., 10 440 Athens
Tel.: (210) 8233669, Fax: (210) 8233772
Internet: www.ekep.gr

**National Accreditation Centre of Vocational Training Structures and Accompanying Support Services (EKEPIS)**
83-85 P. Ralli St., 182 33 Rendis, Athens
Tel.: (210) 3428240-44 Fax: (210) 3428138
Internet:www.ekepis.gr

**National Employment Observatory Research – Informatics SA (EPA)**
6-8 K. Palama St., 111 41 Galatsi, Athens
Tel.: (210) 2120700 Fax: (210) 2285122
Internet: www.epa.gr

**Operational Programme for Education and Initial Vocational Training (EPEAEK) (Ministry of Education)**
2 Pittakou St. & Periandrou St., 105 58 Athens
Tel.: (210) 3278009-11
Internet: www.epeaek.gr

**ESF Action Co-ordination and Monitoring Authority**
**(Ministry of Labour and Social Affairs)**
23-25 Agisilaou St., 10437, Athens. Tel: (210) 5271400 Fax: (210) 5271420
Internet: www.labor-ministry.gr

**Institute of Continuing Adult Education (IDEKE)**
60 Mitropoleos St., 105 63 Athens
Tel.: (210) 3314931-5, Fax: (210) 3314930

**Centre for Educational Research (KEE)**
91 Adrianou St., 105 56, Athens
Tel.: (210) 3315495-8, Fax: (210) 3257336
http://hercules.kee.gr/kee/

**Community Support Framework Management Organisation Unit SA**
103 Mihalakopoulou St., 115 27 Athens
Tel.: (210) 77 00 515, Fax: (210) 77 00 502
**Internet:** www.mou.gr

**Greek Manpower Employment Organisation (OAED)**
8 Eth. Antistaseos St., 17456 Alimos, Athens
Tel.: (210) 9989792 Fax: (210) 9989795
Internet: www.oaed.gr

**Organisation for Vocational Education and Training (OEEK)**
41 Ethnikis Antistaseos Ave., 142 34 Nea Ionia, Athens
Tel.: (210) 9717511 - 9717986 Fax: (210) 9250136
Internet: www.oeek.gr

**Pedagogical Institute (PI) TEE Dept.**
396 Mesogeion St., 153 41 Agia Paraskevi Attica
Tel: (210) 6003806 Fax: (210) 6003805
Internet: http://www.pi-schools.gr

## Social Partners

**Athens Chamber of Small And Medium Sized Industries (BEA)**
18 Academias St., 106 71 Athens
Tel.: (210) 3680700, Fax: (210) 3614726
Internet: www.vea.gr

**Greek General Confederation of Labour (GSEE)**
69 Patission St., 104 34 Athens
Tel.: (210) 8834611-19 Fax: (210) 8202186-7
Internet: www.gsee.gr

**Hellenic Management Association (EEDE)**
200 Ionias St. and Iakovaton St., 111 44 Athens
Tel.: (210) 2112000 Fax: (210) 2112020-1
Internet: www.eede.gr

**Institute of Industrial and Vocational Training (IVEPE)**
143 Liosion St. & 6 Theirsiou St., 104 45 Athens
Tel.: (210) 8257800 Fax: (210) 8811360

**Institute of Labour GSEE-ADEDY (INE)**
71A Emmanuel Benaki St., 106 81 Athens
Tel: (210)3327710-11, Fax: (210) 3304452
Internet: www.inegsee.gr

**Federation of Greek Industries (FGI)**
5 Xenofontos St., 105 57 Athens
Tel.: (210) 3237325 Fax: (210) 3222929
Internet: www.fgi.org.gr

**Technical Chamber of Greece (TEE)**
4 Karagiorgi Servias St., 102 48 Athens
Tel.: (210) 3291200, Fax: (210) 3226185
Internet: www.tee.gr

Cedefop (European Centre for the Development of Vocational Training)

**Vocational education and training in Greece: Short description**

*Vassileia Vretakou*
*Panagiotis Rousseas*

Luxembourg: Office for Official Publications of the European Communities

2003 – VI, 47 pp. – 21 x 29.7 cm

(Cedefop Panorama series; 59 – ISSN 1562-6180)

ISBN 92-896-0161-2

Cat. No: TI-47-02-098-EN-C

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PANORAMA

# Vocational education and training in Greece

## Short description

CEDEFOP

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Development of Vocational Training

Europe 123, GR-570 01 Thessaloniki (Pylea)
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